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Lifelong Learning : policies and programme
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Socrates II Programme

ERASMUS PROGRAMME 2006/2007

Overview of the National Agencies' final reports 2006/2007

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Student mobility
Teacher mobility
Organisation of mobility
Erasmus Intensive Language Courses

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Acronyms used in this report

ECTS – European Credit Transfer System
 EILC – Erasmus Intensive Language Courses
 EUR31 – 31 participating countries in Erasmus
 EUC – Erasmus University Charter
 LLP – Lifelong Learning Programme
 LWULT – Less widely used and taught languages
 OM – Organisation of mobility
 SM – Student mobility for study
 TS – Teacher mobility for teaching

Country acronyms

BE - België / Belgique
 BG - Bulgarija
 CZ – Česká republika
 DK – Danmark
 DE – Deutschland
 EE – Eesti
 GR – Ellas
 ES - España
 FR – France
 IE – Eire / Ireland
 IT – Italia
 CH - Schweiz / Suisse
 CY – Kypros
 LV – Latvija
 LT - Lietuva
 LU – Luxembourg
 HU – Magyarország
 MT – Malta
 NL – Nederland
 AT – Österreich
 PL – Polska
 PT – Portugal
 RO – Romania
 SI – Slovenia
 SK – Slovenská republika
 FI – Suomi / Finland
 SE – Sverige
 UK - United Kingdom
 IS – Island
 LI – Liechtenstein
 NO – Norge
 TR – Türkiye

Summary¹

Student mobility (for study)

- The National Agencies reports show that the total number of Erasmus students was 159,324 in 2006/07, an annual increase of 3.2 %.
- Germany was the biggest student exporter followed by France, Spain and Italy.
- All the countries, except Denmark, Greece, Spain, Ireland, Cyprus, Malta, Finland, Iceland and Norway experienced a growth in outgoing student mobility.
- The annual growth rate was highest in Turkey followed by Liechtenstein. In general there is a high growth rate in the Member States which joined the EU in 2004 and 2007, on average around 10 %.
- In 2006/07, about 0.8 % of the total student population in the 31 participating countries were mobile Erasmus students. However, taking into account the average study duration of approximately 4-5 years, it may be estimated that around 3 % of European students participate in the Erasmus programme at some stage during their studies.
- There was a rise in incoming students in all the 31 participating countries in 2006/07, except in Germany, Greece, France and the Netherlands.
- Spain, France and Germany are the biggest recipients of Erasmus students.
- The imbalance between incoming and outgoing students is a problem in many countries but the situation is improving and the gap is narrowing.
- Business studies was again the most popular subject area for student exchanges followed by languages/philology and social sciences. Education/teacher training, medical studies and maths/computing are the most underrepresented subject areas of Erasmus, relative to their share in total student population.
- The average duration of Erasmus student mobility, in 2006/07, was 6.5 months.
- The European average monthly grant was 192€ per month, an increase of 22 % compared with the previous year. Students from 21 countries received an EU grant of 200€ or above per month.
- About 140 disabled students participated in the Erasmus programme in 2006/07, an increase of 20.5 % on the previous year.
- In 2006/07 students without an EU grant ('zero-grant' students) accounted for 4 % of all Erasmus students.

¹ This paper is based on the final reports of the Erasmus National Agencies of the 31 countries participating in Erasmus. The final reports contain the statistical and financial results of the Erasmus mobility activities in 2006/07 and narrative reports.

Teacher mobility

- The number of Erasmus teachers has been steadily increasing in recent years. In 2006/07 the number was 25,808, an about 10 % increase compared to the previous year.
- As with student mobility, Germany, Spain and France are the biggest sending countries.
- All countries except Belgium, Germany, Ireland, Malta, the Netherlands, the UK, Iceland and Norway, experienced an annual growth in outgoing teacher mobility.
- The annual increase was highest in Turkey followed by Latvia.
- In 2006/07 Erasmus teacher mobility was 1.9 % of the total academic staff population in the 31 participating countries, a higher proportion than in student mobility. Czech Republic, Malta and Estonia stand out as the countries with the highest proportion of outgoing Erasmus teachers.
- Germany, France and Italy are the top recipients of Erasmus teachers. The highest annual increase in incoming teachers was in Liechtenstein and Turkey.
- When compared to student mobility, Erasmus teachers are relatively more mobile in subject areas such as education/teacher training, engineering/architecture and law and less mobile in business/social sciences and art/humanities/languages.
- The average grant for teacher mobility was 583€, for an average duration of 6.3 days.
- Ten disabled teachers participated in the Erasmus programme in 2006/07.

Erasmus Intensive Language Courses

- About 18,000 Erasmus students have benefited from the Erasmus Intensive Language Courses (EILC) since 1999.
- In 2006/07, 6.8 % of the Erasmus students going to the 23 countries organising EILC attended an EILC. In 2004/05 this percentage was 4.5 %.
- A very positive annual increase of about 21.7 % was noted in the student participation in the EILC in 2006, with a total of 4.703 Erasmus students taking part.
- As in previous years EILC courses in Italy are the most popular, attended by 18.6 % of all EILC students followed by Belgium (Flemish Community) (10 %) and Portugal (8.4 %).
- 21.8 % of all EILC students are from Germany. However, when comparing the EILC participation with the number of outgoing students to the countries organising an EILC, Liechtenstein, Finland and Latvia have the highest percentage of Erasmus students taking part in EILC, over 15 % each. In a number of countries the participation rate is much lower.
- In 2006/07, 275 courses took place in the 23 countries. A majority of the courses were offered during the summer. Winter courses were organised in a majority of the participating countries, with 1.128 students attending (24 % of the total).
- Performance of students is being assessed and certifications and ECTS credits are issued in the majority of the countries.
- The participating countries made good use of the budget, spending 98.5 % of the total EILC budget.

1. Erasmus Student Mobility²

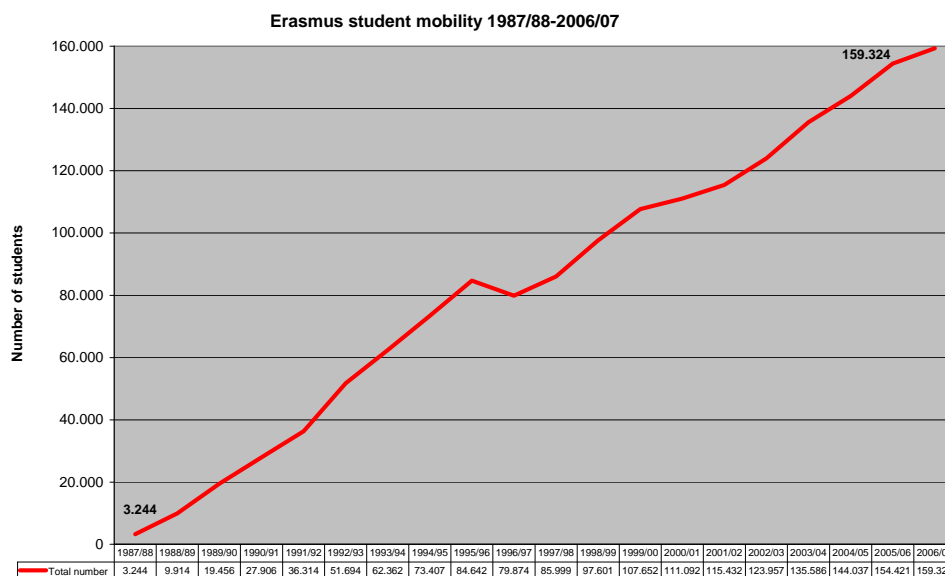
1.1 Student mobility since 1987 and the future

The Erasmus programme was established in 1987 and during the 20 year period, about 1.7 million students have benefited from the programme (see table 1 in the annex). Since the establishment of the programme Germany (15.64 %), France (15.60 %), Spain (14.01 %) and Italy (11.31 %) have moved the most students.

The Erasmus programme has gone through several phases:

- Erasmus 1987/88 – 1989/90 (3 years) with 32,614 mobile students
- Erasmus 1990/91 – 1994/95 (5 years) with 251,683 mobile students
- Socrates I – Erasmus 1995/96 – 1999/00 (5 years) with 455,782 mobile students
- Socrates II – Erasmus 2000/01 – 2006/07 (7 years) with 943,849 mobile students

Chart 1



Since the start of the Erasmus programme in 1987 the numbers have increased every year, with the exception of 1996/97³. The growth rate was obviously highest in the beginning (chart 1). The annual increase in 2006/07 was 3.2 % compared to 7.2 % in the previous year.

The aim set out in the Decision of the European Parliament and of the European Council for the Lifelong Learning Programme is to reach at least 3 million individual participants in student mobility under the Erasmus programme and its predecessor programmes by 2012⁴.

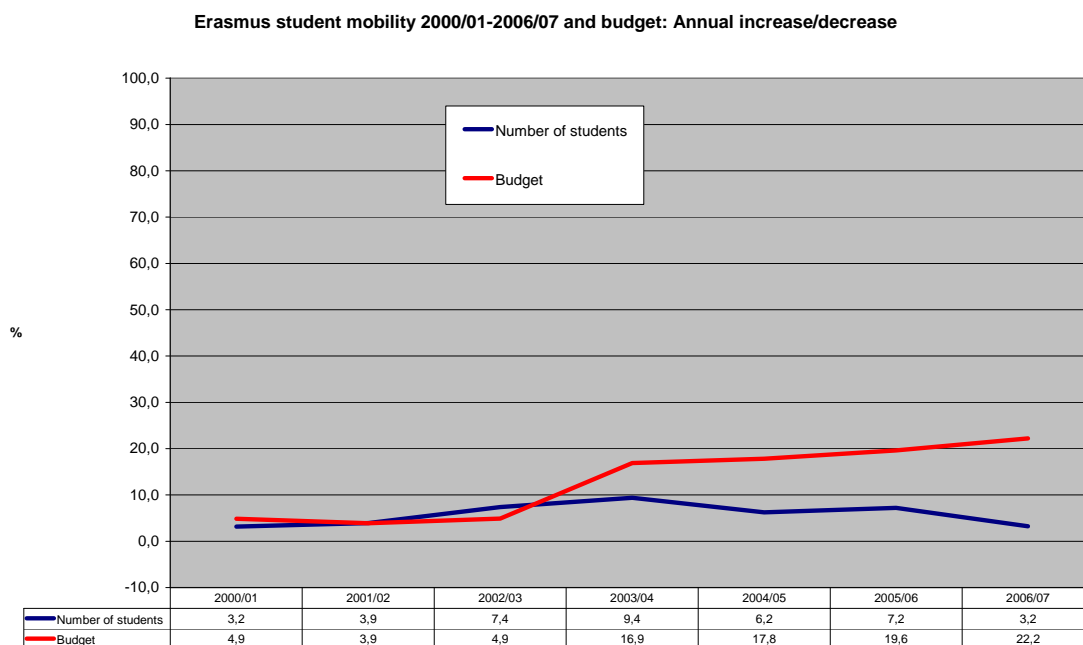
² Student mobility under Socrates II/Erasmus is defined as student mobility for academic study.

³ 1996/97 was a year of preparation for the Institutional Contract – the successor of the Inter-University Cooperation Programmes (ICP) - which may have contributed to a decrease in mobility that year.

⁴ Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning. Article 21a.

The budget for Erasmus decentralised actions in 2006 was 245,753,823€ and as can be noted in chart 2, the annual increase in budget (22.2 %) is much higher than the increase in mobility (3.2 %).

Chart 2



1.2 Outgoing student mobility

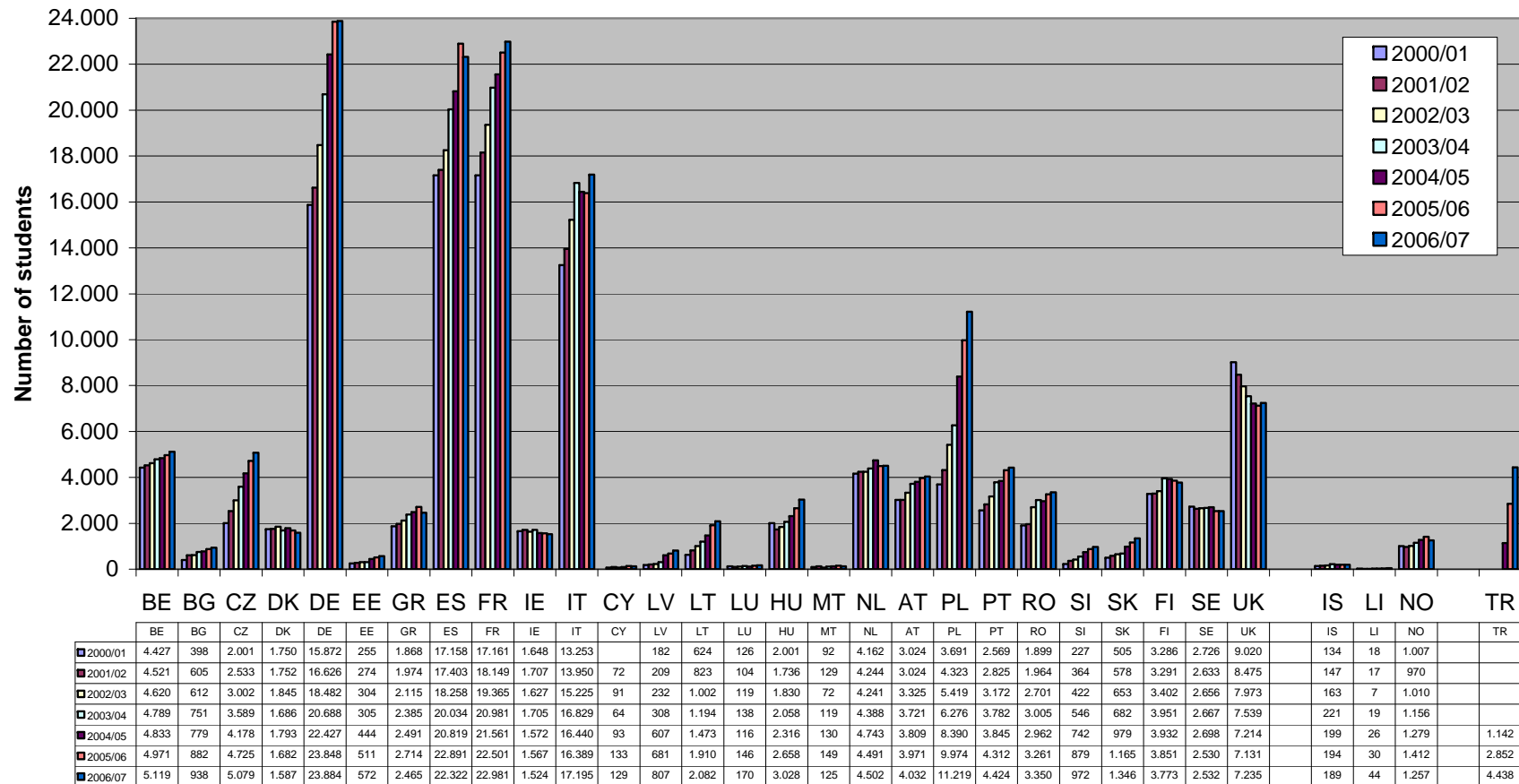
In the academic year 2006/07, the last year of the Socrates II programme, 159,324 students carried out part of their studies in another European country as Erasmus students. As mentioned before, this represents a growth rate of 3.2 % compared to the previous year. Most outgoing students came from Germany (14.99 %), France (14.42 %), Spain (14.01 %), and Italy (10.79 %). France climbed to second place overtaking Spain compared to the previous year.

The annual growth rate was highest in Turkey in its third year of Erasmus participation (over 55 %). The growth rate was also high in Liechtenstein (46.7 %). The annual growth rate in the 12 EU Member States which joined the EU in 2004 and 2007 was about 10 %, significantly above the European average.

Of the 31 participating countries, 9 experienced a decline in outgoing student numbers, i.e. Denmark (-5.6 %), Greece (-9.2 %), Spain (-2.5 %), Ireland (-2.7 %), Cyprus (-3.0 %), Malta (-16.1 %), Finland (-2.0 %), Iceland (-2.6 %), and Norway (-11 %). Worryingly it seems that Greece, Spain, Cyprus, Malta and Norway have joined the group of countries with decreasing outgoing numbers. However, the negative trend seems to have reversed for the Netherlands, Sweden and the UK (Chart 3).

Chart 3

Outgoing Erasmus students from EUR31: 2000/01-2006/07



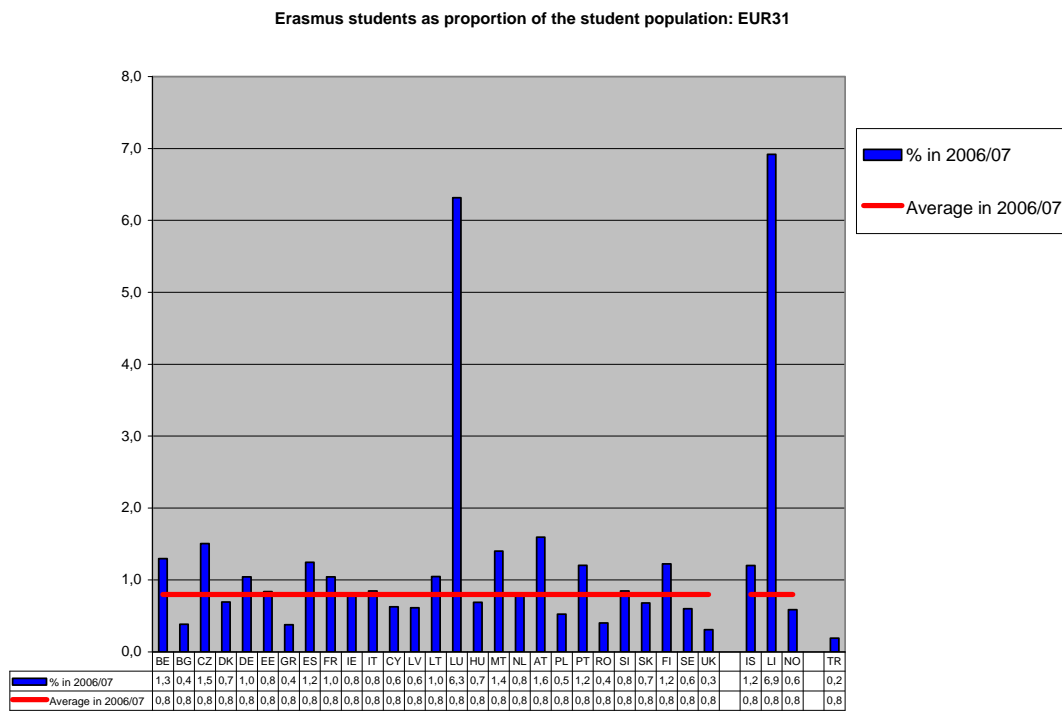
According to the reports of the National Agencies, approximately 53 % of Erasmus students are undergraduate students, 45 % graduate students and 2 % doctoral students. The trend in recent years is towards increased mobility of students in the second and third cycle.

Approximately 60 % of Erasmus students are females. This percentage is slightly higher than the proportion of female students of the total EU student population (55 %)⁵.

Chart 4 compares the latest Erasmus data (2006/07) with the latest EUR31⁶ student population data (2006) and shows the number of Erasmus students as a proportion of the student population is on average 0.8 % in the 31 participating countries⁷.

Taking into account the average study duration of approximately 4-5 years, it may be estimated that around 3 % of European students will participate in the Erasmus programme at some stage during their studies.

Chart 4



⁵ Data from Eurostat

⁶ EUR31 are all the 31 countries participating in the Erasmus programme.

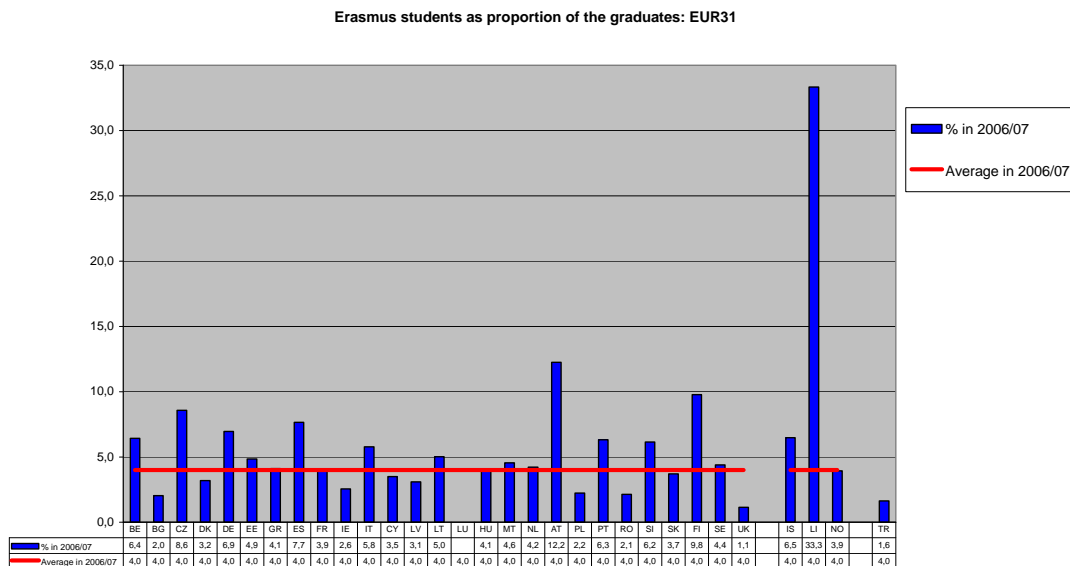
⁷ Here, Erasmus students are divided by the total student population in each country. The total EUR31 student population according to Eurostat 2006 data was over 21 million students.

Apart from the Liechtenstein and Luxembourg, Austria is the best performing country in terms of outgoing Erasmus student mobility with double the average rate, followed by the Czech Republic. Out of the 31 participating countries 18 match or are above the average and 13 countries are below the average namely Bulgaria, Denmark, Greece, Cyprus, Latvia, Hungary, Poland, Romania, Slovak Republic, Sweden, the UK, Norway and Turkey. These countries should have the potential to increase their outgoing mobility which could contribute to reaching the 3 million target by 2012.

Another method would be to compare Erasmus students to the number of graduates at Bachelor and Masters levels. According to Eurostat, higher education graduates in 2005 were over 3.98 million in the participating countries (EUR31). If we compare that figure with the number of Erasmus students in 2006/07, then Erasmus students can be said to be about 4 % of all graduates. More than half of the participating countries are above the average of 4 % (Chart 5).

Out of the 31 countries the following 12 are below the average: Bulgaria, Denmark, France, Ireland, Cyprus, Latvia, Poland, Romania, Slovak Republic, the UK, Norway and Turkey. When compared to chart 4 (Erasmus students as a proportion of the student population) some countries such as Greece, Hungary, and Sweden are performing better when Erasmus participation is compared with the number of graduates (Chart 5).

Chart 5



In the Socrates II decision⁸ the following aim was set:

'the Commission's aim, in line with the European Parliament's wish, is to attain a participation rate ... of around 10 % of students in the mobility activities under the Erasmus action'

⁸ Decision No 253/2000/EC of the European Parliament and of the Council of 24 January 2000 establishing the second phase of the Community action programme in the field of education 'Socrates'.

It is apparent that the ambitious target of a 10 % participation rate specified by the decision (meaning that 10 % of a graduation cohort (or equivalent) should have participated in the Erasmus programme) has not been achieved overall.

The proportion of Erasmus students of the total student population should have been 2 % annually (based on the assumption of a 5 year average total study period). In the academic year 2006/07, only Liechtenstein (6.9 %) and Luxembourg (6.3 %) can claim to have reached that target (see chart 4). However, when looking at Erasmus students as proportion of the graduates, Liechtenstein and Austria have reached the 10 % participation rate, with 33.3 % and 12.2 % respectively and Finland is in third place with 9.8 % (chart 5).

1.3 Incoming student mobility

During the academic year 2006/07, Spain (17.23 %) remained the most popular destination followed by France (12.97 %), Germany (11.22 %) and the UK (10.36 %)⁹ (see table 2 in the annex).

All the participating countries, except Germany (0 %), Greece (-3.1 %), France (-3.5 %) and the Netherlands (-0.7 %), experienced an annual growth in the number of incoming students.

Chart 6 shows the trends in the incoming numbers since 2000 where the mobility growth rate has been 43.4 % since 2000/01 in EUR31. Only two countries, Luxemburg (-29.4 %) and the UK -14.6 %), have lower incoming numbers in 2006/07 than in 2000/01. The number of incoming students in the UK increased the second year in a row after several years of decline.

The Member States which joined the EU in 2004 and 2007 are without doubt attracting more incoming students each (average annual growth rate about 10 %). The annual growth rate of incoming students was very high in Cyprus (68.8 %), Luxemburg (60 %), Turkey (59.5 %) and Latvia (44.6 %).

⁹ If compared to OECD data from 2005 on student mobility (defined as international students who travelled to a country different from their own for the purpose of tertiary study) the UK is ranked in third place after Australia and New Zealand with 13.9 %, Austria (11 %) is in fifth place and France in the sixth. Seven of the countries participating in the Erasmus programme are among the top ten countries - receiving the largest share of international students from other OECD countries. *Education at a Glance, OECD Indicators 2006*, pg. 298.

Chart 6

Incoming Erasmus students EUR31, 2000/01-2006/07

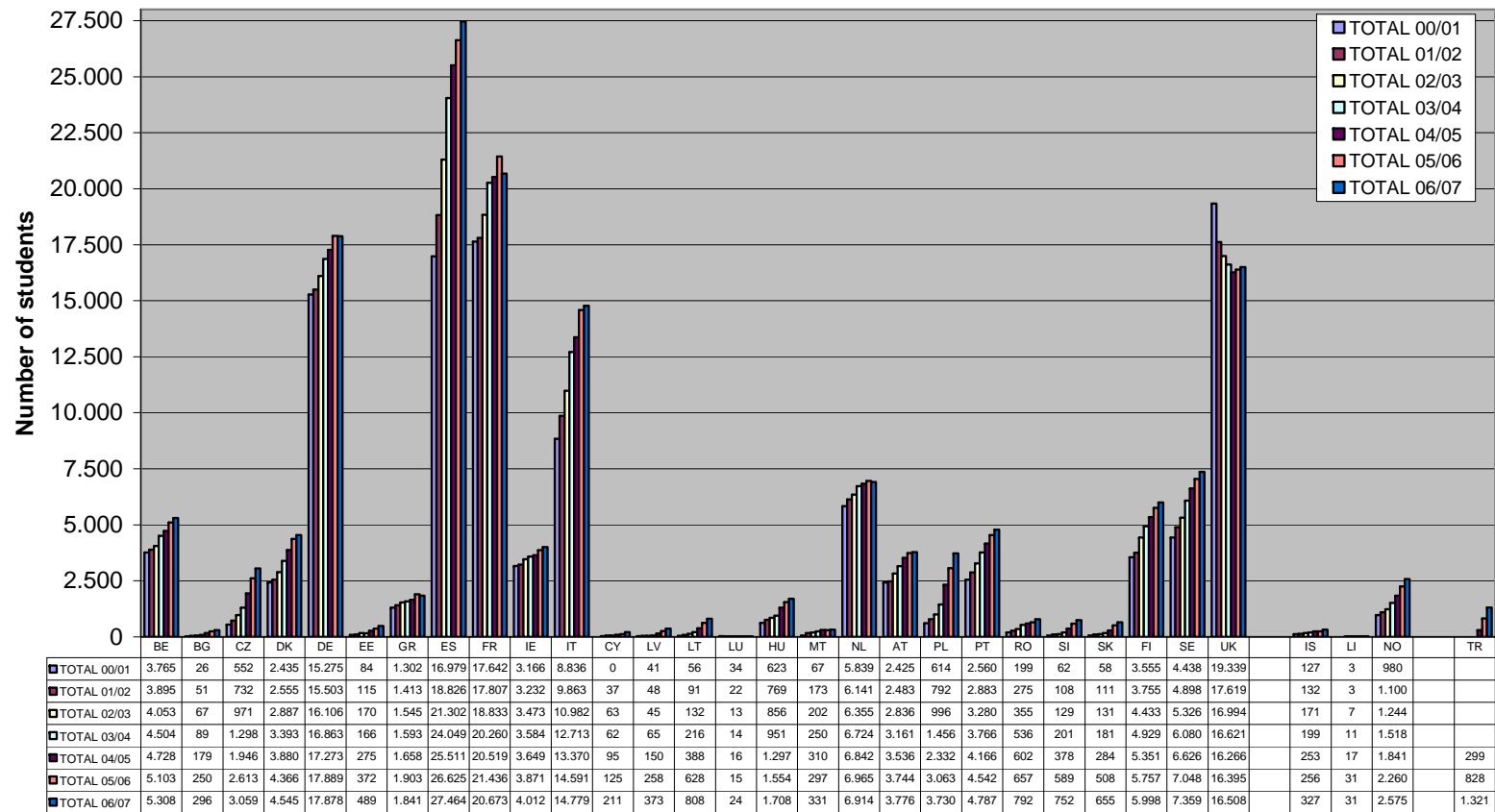
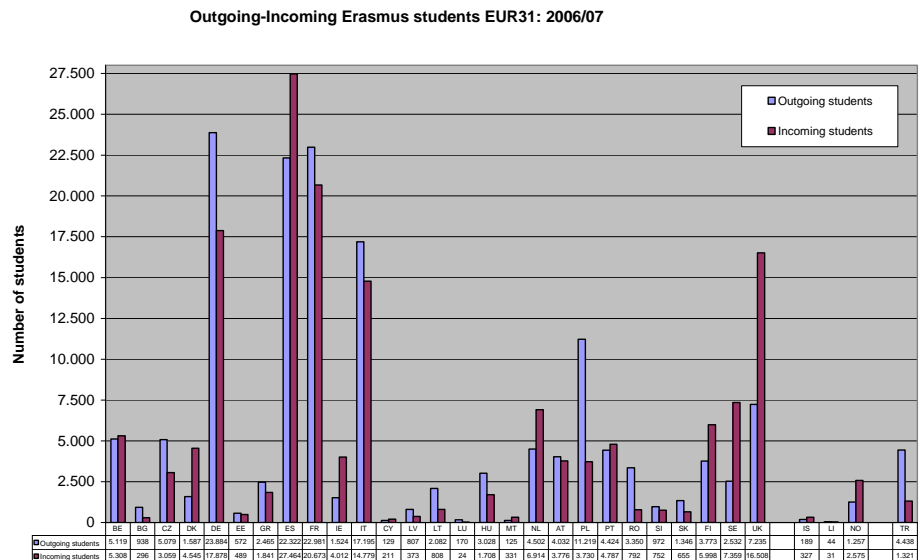


Chart 7 shows the imbalance in terms of incoming and outgoing students. Of the EUR31 there are a number of countries with a big imbalance in terms of incoming and outgoing numbers. For example Denmark, Ireland, Malta, Sweden and the UK have 2 or more incoming students for every outgoing student.

Chart 7



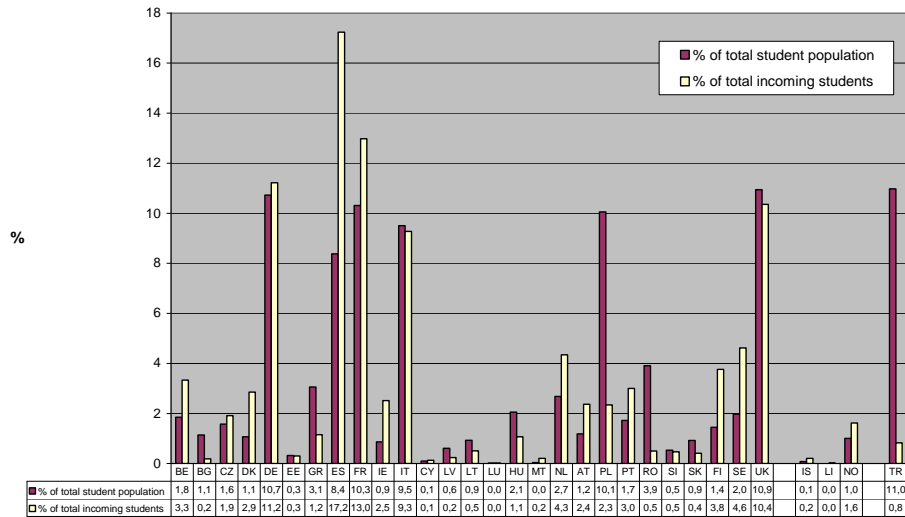
The following countries sent out higher numbers of students than they receive: Bulgaria, Czech Republic, Germany, Estonia, Greece, France, Italy, Latvia, Lithuania, Luxembourg, Hungary, Austria, Poland, Romania, Slovenia, Slovak Republic, Liechtenstein and Turkey.

In Bulgaria, Luxemburg, Poland, Romania and Turkey the imbalance is more than 1 to 3. Of the Member States which joined the EU in 2004 and 2007, Cyprus and Malta are the only countries that received more incoming students than they sent out.

Chart 8 provides information on the potential of countries to receive students, in other words on their absorption capacity. For each country, the chart presents: a) the country's student population as a percentage of the EUR31 total student population; b) the country's number of incoming Erasmus students as a percentage of the EUR31 Erasmus students.

Chart 8

Share of incoming Erasmus students 2006/07 as proportion of student population 2006



The chart shows the big potential in several countries to receive more incoming students. Note, for example, the low percentage of incoming students in Turkey and Poland compared to its percentage of the student population. Bulgaria, Romania and Greece are in a similar situation.

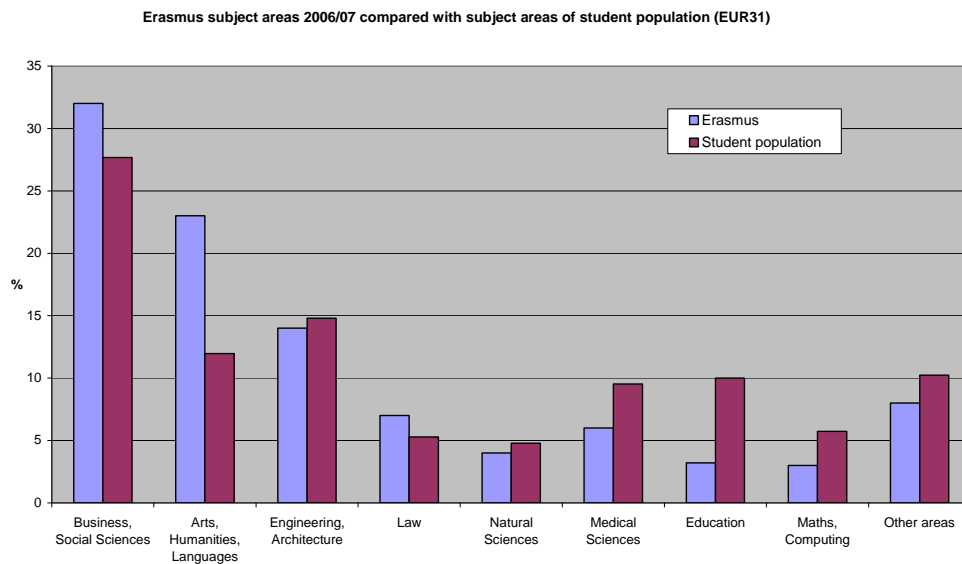
On the other hand, about 45 % of the participating countries have a higher percentage of incoming students than their percentage of the student population. The biggest contrasts are in Belgium, Denmark, Spain, Ireland, Austria, Finland and Sweden.

1.4 Subject areas

Business studies (20.36 %) are still the most popular subject areas in Erasmus followed by languages/philological sciences (14.94 %), social sciences (11.8 %) and engineering/technology (10.8 %). Agricultural sciences and geography/geology are the least popular subject areas among Erasmus students.

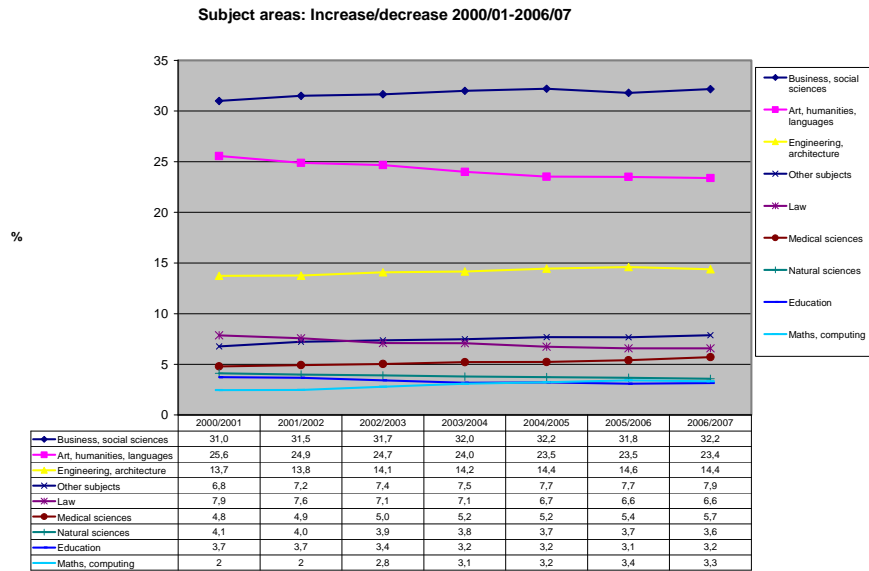
Chart 9 shows that business/social sciences, arts/humanities/languages and law are over-represented in Erasmus when compared with the subject areas of the general student population (chart 8). Engineering/architecture, natural sciences, medical sciences, education/teacher training and mathematics/computing are underrepresented. More effort could be made to increase mobility within these disciplines.

Chart 9



Subject areas seem very stable when it comes to mobility. Chart 10 illustrates that little has changed in recent years in terms of how “mobile” subject areas are. During the period from 2000/01 there has been an increase in Erasmus student of business management/social science, engineering/architecture, medical sciences and math and computing but a decrease in arts, humanities and languages, law, natural sciences and education¹⁰ (see table 4 in the annex).

Chart 10

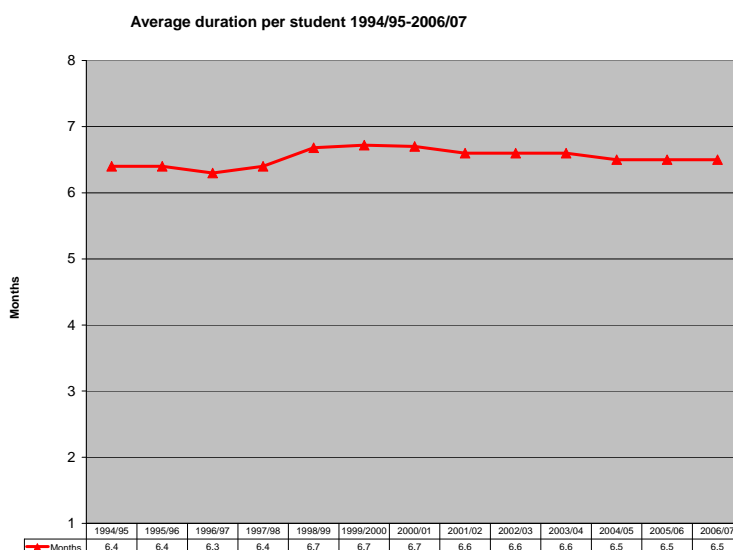


¹⁰ Other subjects comprise Agricultural sciences, geography/geology, communication/information sciences and other areas of study.

1.5 Duration

Average duration of Erasmus student mobility has changed little since 1994/95. A student spends on average 6.5 months on Erasmus mobility. The average duration ranges from 4.9 months in Bulgaria to 7.5 months in Ireland (see table 6 in the annex).

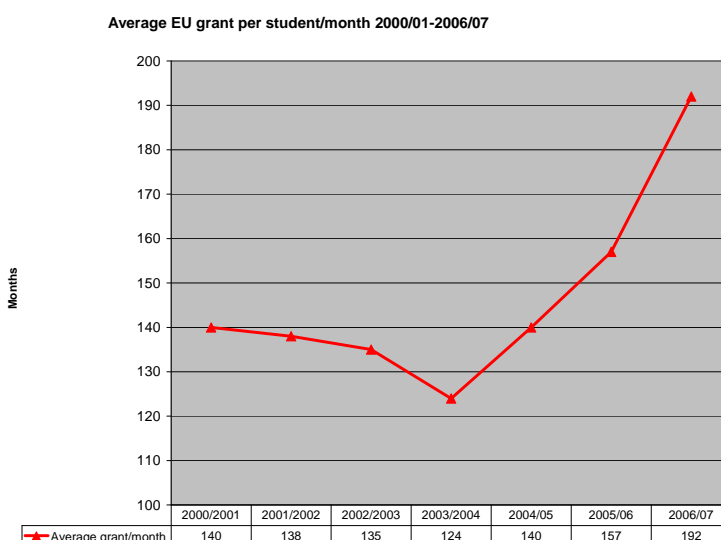
Chart 11



1.6 Grants

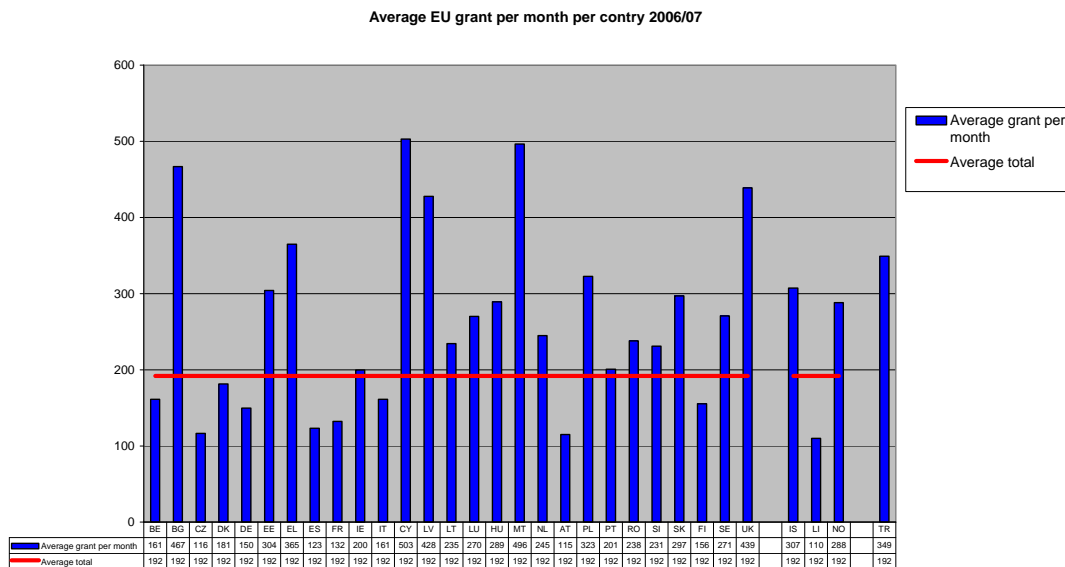
In 2006/07 the average monthly Erasmus grant increased by 22 % from the previous year. The average grant in EUR31 is 192€ compared with 157€ in 2005/06 (see table 5 in the annex).

Chart 12



Students receive very different amounts in EU grant depending on their home country. The budget a country receives from the EU varies (depending on criteria like size of student population, cost of living, travel distance, past performance etc.) and National Agencies have different student allocation policies. The average grant per month ranges from 110€ in Liechtenstein to over 500€ in Cyprus. Of EUR31, 10 countries are still giving an average EU grant to students below 200€ per month (Belgium, Czech Republic, Denmark, Germany, Spain, France, Italy, Austria, Finland and Liechtenstein). In some of these countries, students receive an additional grant from national sources which partially explains the low amount (see section 1.9). One of the aims in the Lifelong Learning Programme (2007-2013) is to maintain an average grant of 200€ per month throughout the programme.

Chart 13



1.9 Complementary funding

In majority of the participating countries the EU student grant is complemented by a national, regional, local or institutional grant. In the table below the principal source of complementary public/institutional funding is listed per country. Note that countries can have more than one type of complementary funding.

Type of complementary funding 2006/07	Country
Public student loan/grant systems	Germany, Denmark, France, Ireland, ,Cyprus, Malta*, Luxembourg, the Netherlands, Austria, Romania, Slovenia, Finland, Sweden, the UK, Iceland, and Norway.
Special national funds	Austria, Czech Republic, Estonia, Spain, France, Italy, Cyprus, Latvia, Lithuania, Austria, Portugal, Slovak Republic, Liechtenstein and Turkey.
Regional/local funds	Belgium (Fr), Belgium (NI), Austria, Spain, France and Italy.
Funding from higher education institutions	Denmark, Spain, France, Poland, Greece, Italy, Hungary, the Netherlands, Austria, Finland, Bulgaria, Romania, the UK** and Turkey.
Phare funds	Romania***

* Only for undergraduate students

** The fee waived for students who undertook an Erasmus study-period abroad

***Phare End User Programme

This table tells us little about the amount of funding, which can vary considerably even between countries with the same type of systems. As an example, the Spanish government and other bodies provided considerable amount of complimentary funds in 2006/07 (approximately €17.8 mio) enabling all Erasmus students to receive an additional 100€ per month.

1.7 Disabled students

During the academic year 2006/07 over 140 disabled students participated in Erasmus. This represents 0.09 % of all Erasmus students and an increase of about 20.5 % from the previous academic year. The average duration they stayed abroad students was 6.6 months and the average grant per student was around 2,800€ or around 432€ per month. Italy has the highest number of disabled students participating in the programme (33 students), followed by Germany, Hungary and Poland.

1.8 Zero-grant students

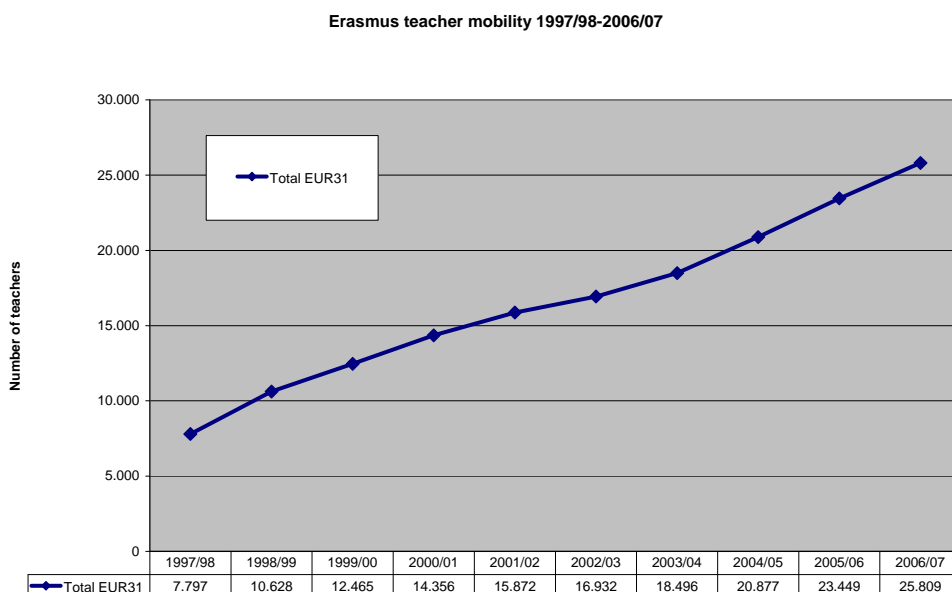
There are also Erasmus students who receive no EU grants. These students are called "zero-grant students". These students have the status of Erasmus student without receiving an EU grant. The majority of the countries send out "zero-grant students" but the proportion of zero-grant students has been gradually declining. In 1997/98 students without an EU grant made up 8.8 % of all Erasmus students, in 2006/07 they were 4.0 %. The total number of zero-grant students was 6,358, mainly students from France (49.4 %), Austria (18.4 %) and Finland (8.5 %). More than 21 % of the zero-grant students studied in Spain and about 15 % in the UK (see table 3 in the annex).

2. Erasmus Teacher Mobility¹¹

2.1 Teacher mobility since 1997

More than 166,000 teachers have participated in the Erasmus programme since the start of the action in 1997. Chart 14 shows that the number of Erasmus teachers has steadily increased during the last 10 years, from 7,797 in 1997/98 to 25,809 in 2006/07. The growth rate in 2006/07 was 10 %, which is a little lower to the previous academic year (see table 7 in the annex).

Chart 14



2.2 Outgoing teacher mobility

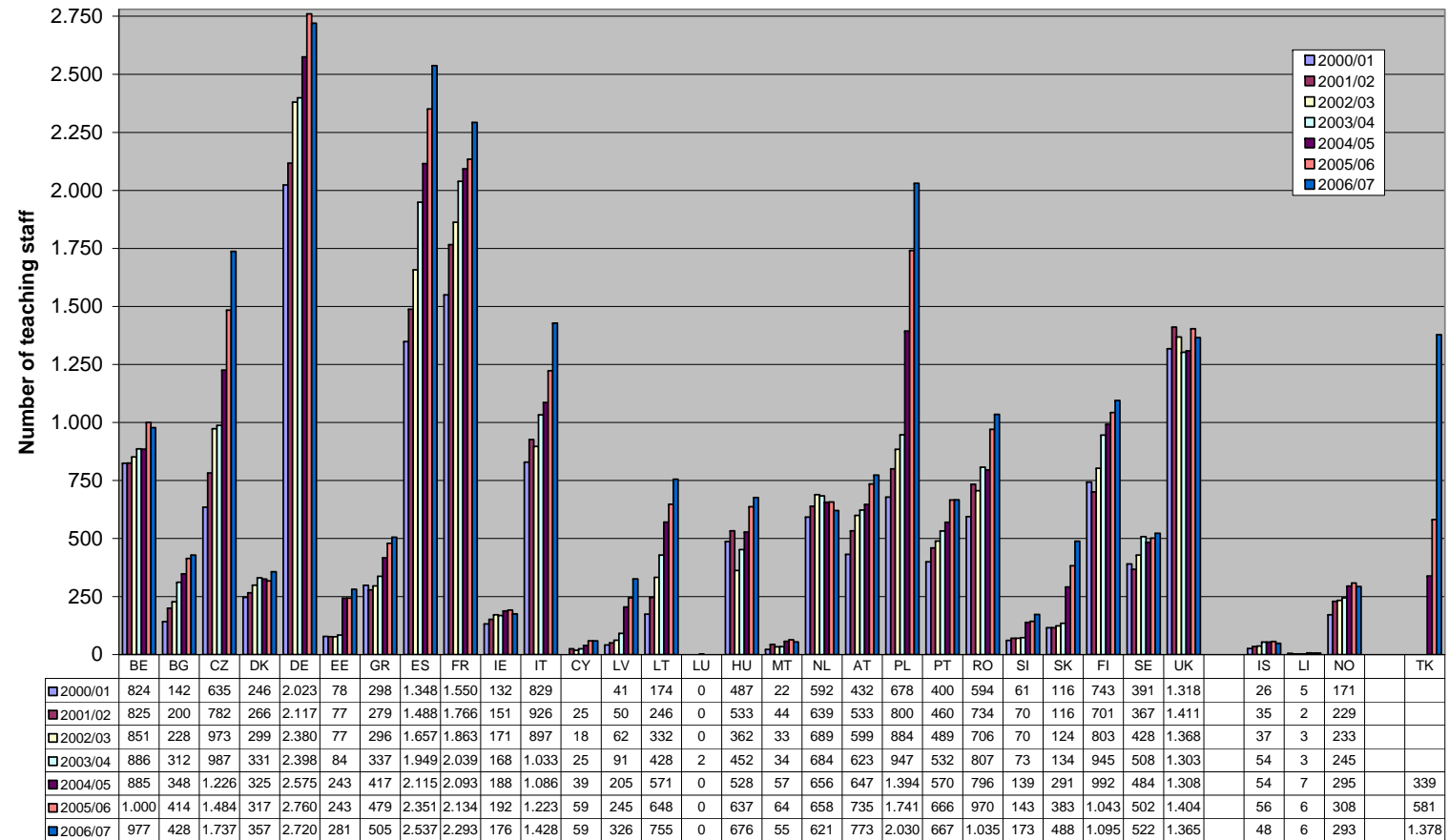
The majority of the outgoing teachers came from Germany (10.54 %) and Spain (9.83 %).

More participating countries experienced declining or stagnating numbers in teacher mobility in 2006/07 compared to previous years. The following eight countries had declining numbers: Belgium (-2.3 %), Germany (-1.4 %), Ireland (-8.3 %), Malta (-14.1 %), the Netherlands (-5.6 %), the UK (-2.8 %), Iceland (-14.3 %) and Norway (-4.9 %). Chart 15 shows clearly that in a majority of the participating countries the numbers have been growing in recent years. Belgium, Germany and Norway experienced a decrease in the number of mobile teachers for the first time. Of the EUR31 the highest relative increase was in Turkey (137.2 %) followed by Latvia (33.1 %).

¹¹ Teacher mobility under Socrates II/Erasmus is defined as mobility of teachers from higher education institutions for the purpose of teaching.

Chart 15

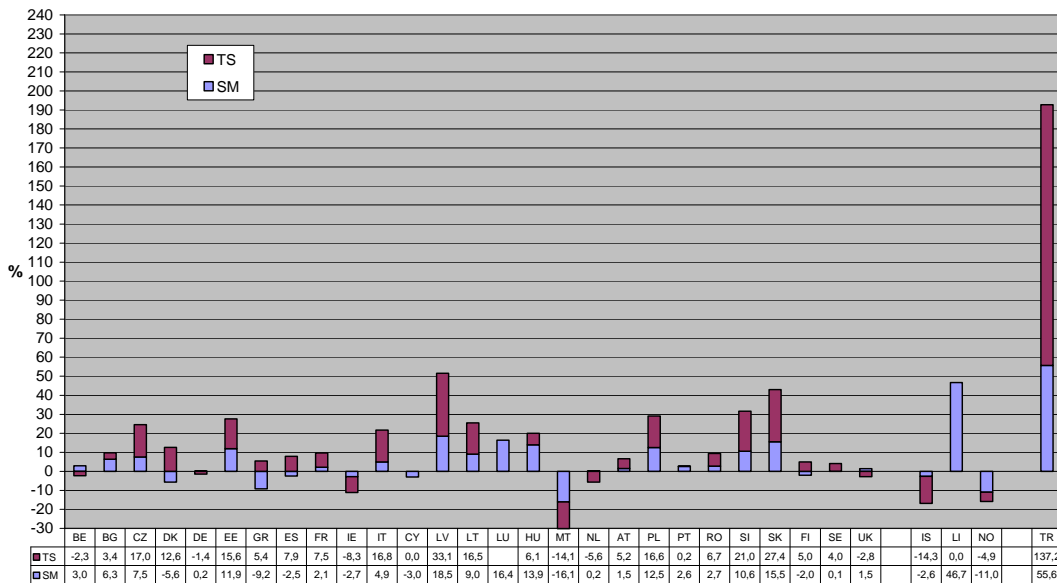
Outgoing Erasmus teachers from EUR31, 2000/01-2006/07



The relationship between teacher and student mobility does not appear to be simple. Chart 16 compares the percentage increase/decrease in the outgoing student (SM) and teacher mobility (TS) in 2006/07 and the result is a variety of relationships. The majority of the countries have an increase both in SM and TS (some have considerably higher growth rate in TS, others in SM). In Ireland, Malta, Iceland and Norway there has been a decrease in both student and teacher mobility. In a number of countries the TS and SM are growing in opposite directions (Belgium, Denmark, Germany, Greece, Spain, Finland and the UK). The chart shows high increase in both student and teacher mobility in Turkey (192.8 %) and Latvia (51.6 %).

Chart 16

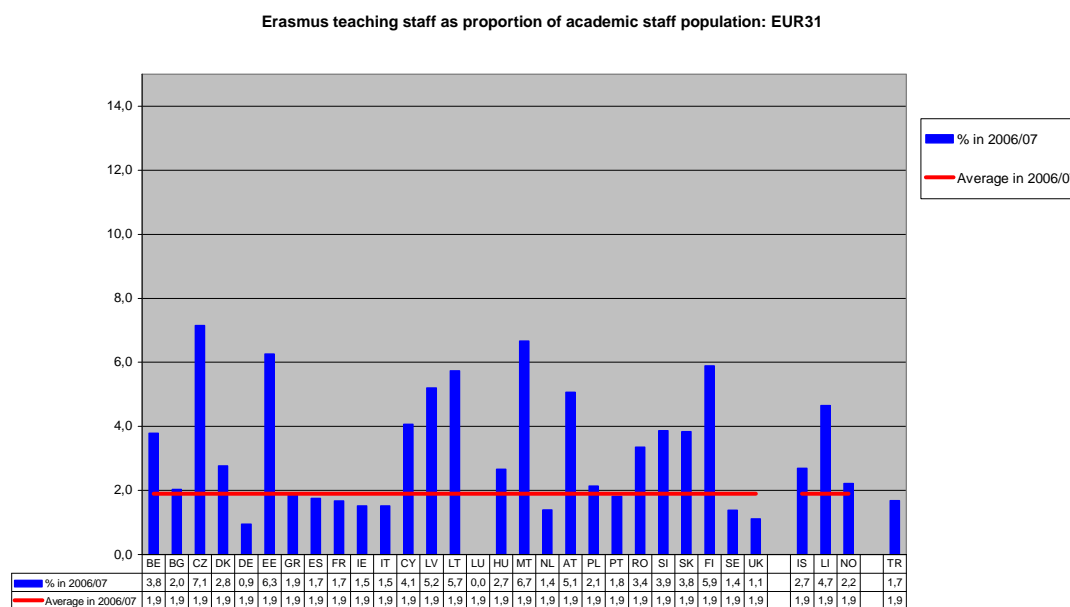
SM and TS mobility: increase/decrease 2006/07, EUR31



About 1.9 % of academic staff population in EUR31 went on a teaching assignment with Erasmus in 2006/07. Proportionally more teachers than students are mobile within Erasmus (the average proportion of student mobility in EUR31 is 0.8 %, see chart 5).

Of the EUR31 Czech Republic (7.1 %), Malta (6.7 %) and Estonia (6.3 %) have the highest ratio of outgoing Erasmus teachers. Ten countries, including Turkey, Germany, Italy, Ireland, Sweden and the UK, have relatively low numbers of outgoing teachers (chart 17).

Chart 17¹²



The narrative reports often do not provide much information on reasons behind the trends in teacher mobility. The most frequently mentioned obstacles to teacher mobility are that an Erasmus assignment is not valued by the university/government as part of the career development of the teacher, lack of complementary funding and incompatible home and host academic calendars.

2.3 Incoming teacher mobility

Chart 18 shows that, as for student mobility, Germany (11.27 %), France (9.76 %) and Italy (9.5 %) are the three most popular destinations for teacher mobility during the academic year 2006/07.

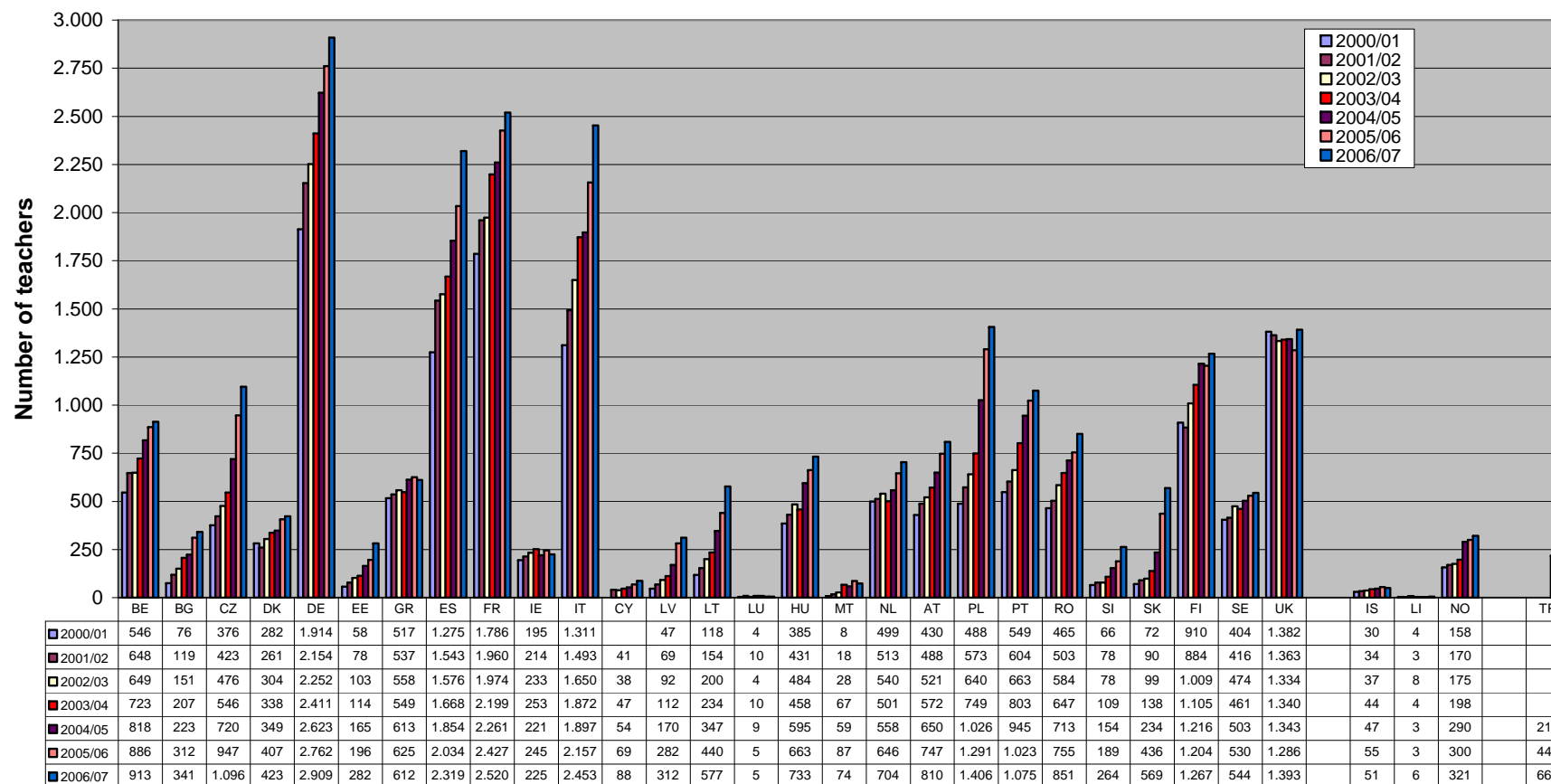
The increase in teacher mobility seems to have spread rather evenly among the countries. The increase in incoming mobility has increased by about 80 % since 2000/01.

The annual increase among EUR31 countries is highest in Liechtenstein (100 %), Turkey (51.4 %), and Estonia (43.9 %). Only four of the EUR31 countries have not benefited from the increase in terms of more incoming teachers, i.e. Greece (-2.1 %), Ireland (-8.2 %), Malta (-14.9 %) and Iceland (-7.3 %).

¹² The academic staff population data is from 2005 (Source: Eurostat).

Chart 18

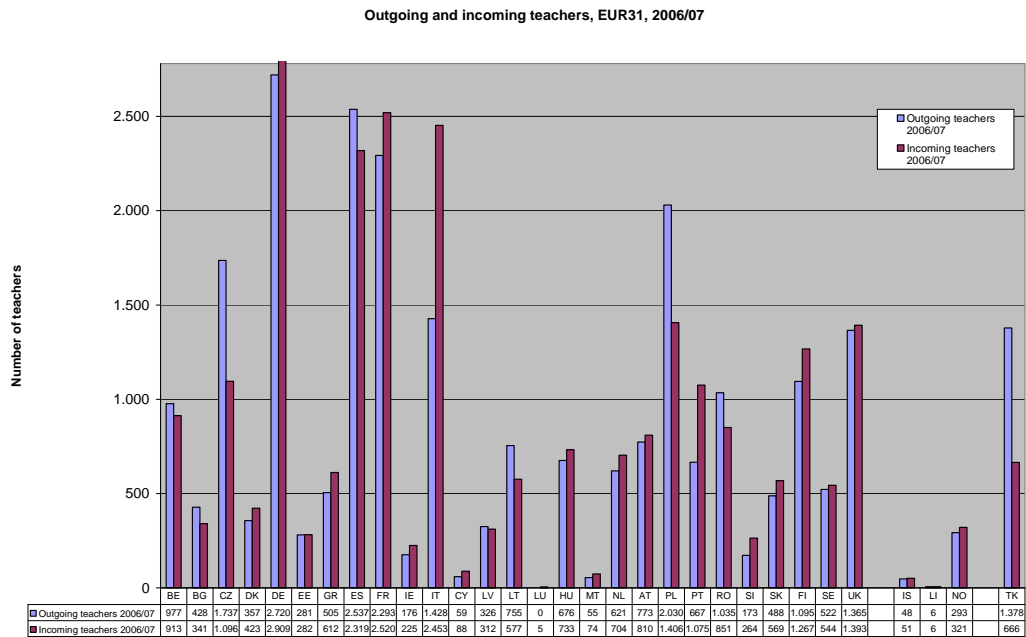
Incoming teachers EUR31, 2000/01-2006/07



The following 18 countries receive more teachers than they send: Denmark, Germany, Greece, France, Ireland, Italy, Cyprus, Hungary, Malta, the Netherlands, Austria, Portugal, Slovenia, Slovak Republic, Finland, Sweden, the UK and Norway. The greatest imbalance in the ratio of incoming and outgoing teachers is 1 to 2 in Turkey.

In the remaining countries the number of outgoing teachers is higher than the number of incoming teachers. This is the case, for example, in Belgium, Bulgaria, Czech Republic, Spain, Lithuania, Poland, Romania and Turkey (chart 19).

Chart 19

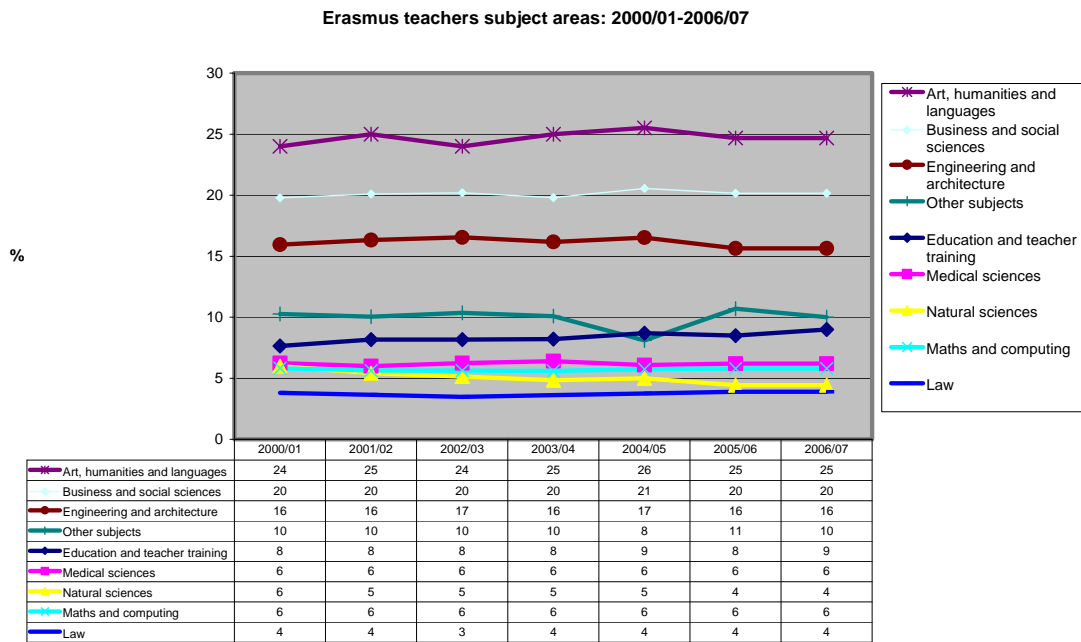


2.4 Subject areas

The subject areas that have the most Erasmus teachers are languages and philological sciences with 13.4 % of the total, followed by engineering/technology and business studies (see table 9 in the annex).

Chart 20 is one of more or less straight lines, revealing, as in the student mobility, the consistent relationship between subject areas and mobility. There were no major changes between the academic year 2005/06 and 2006/07.

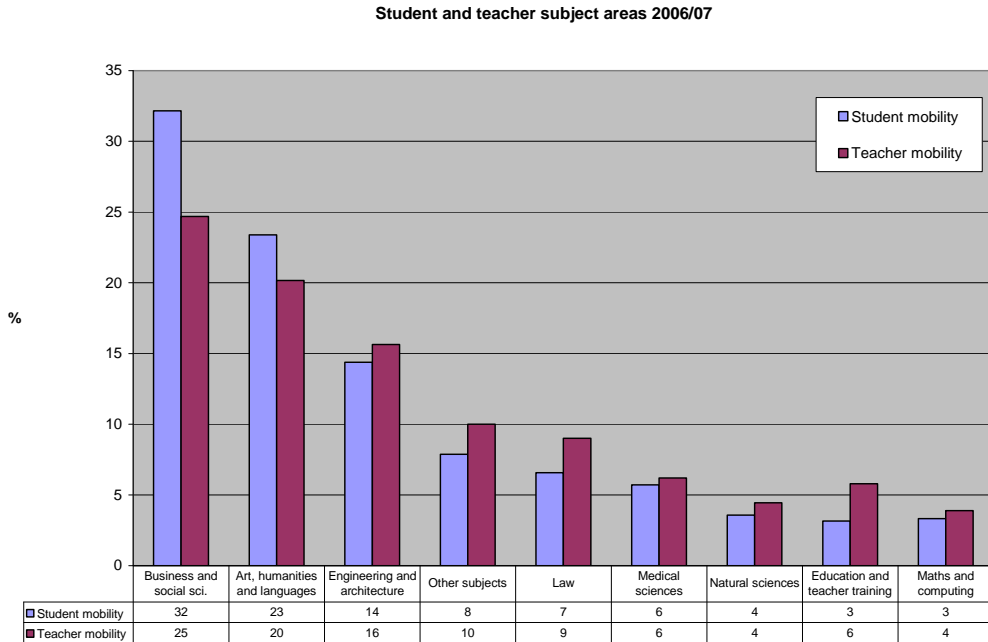
Chart 20¹³



¹³ In chart 20, other subjects comprise agricultural sciences, geography/geology, communication/information sciences and other areas of study.

If compared with student mobility, Erasmus teachers are relatively more mobile in subject areas such as, education/teacher training, engineering and architecture, and law and less mobile in business/social sciences and art/humanities/languages (chart 21).

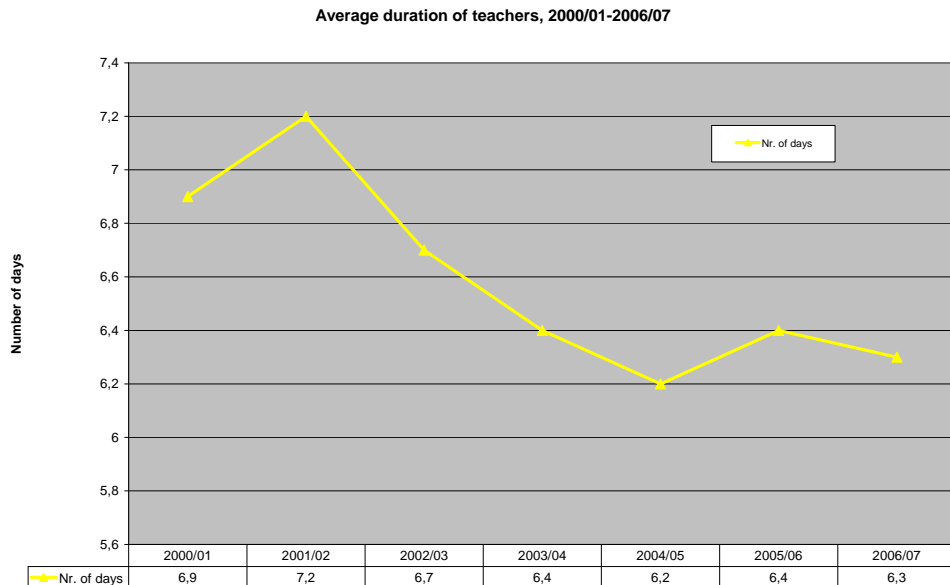
Chart 21



2.5 Duration

Chart 22 shows that the average duration of an Erasmus teaching assignment has decreased from 6.9 days in 2000/01 to 6.3 days in 2006/07. The duration varies between countries, ranging from about 9 days (Iceland, Turkey) to about 3 days (Liechtenstein) (see table 10 in the annex).

Chart 22

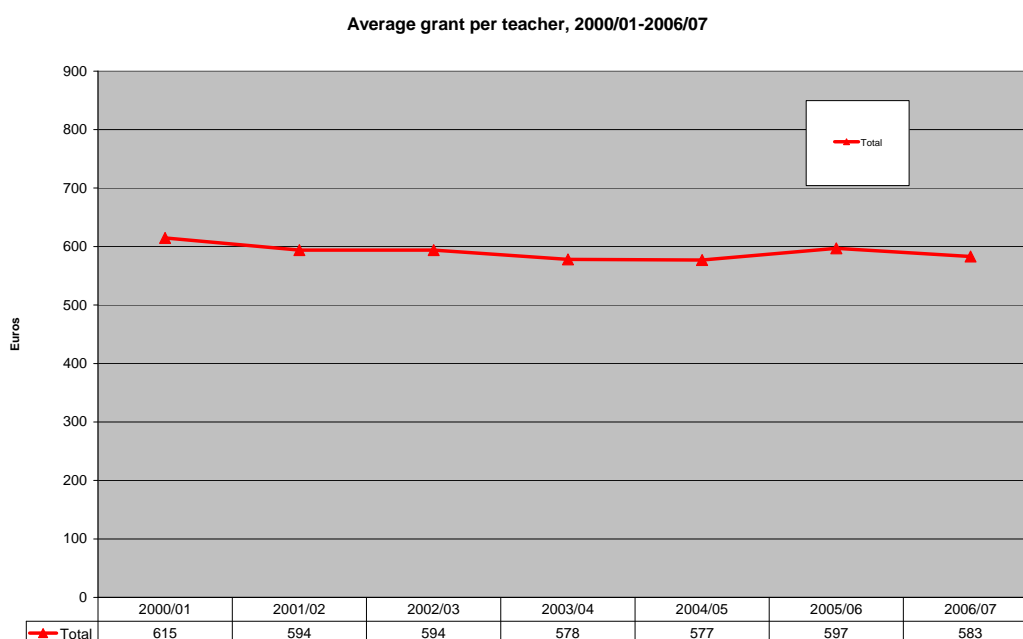


2.6 Grants

Chart 23 shows that the average grant per teacher has remained fairly constant since 2000/01 at around 600€. The average EU Erasmus grant for a teacher in 2006/07 is 583€. There are large differences between the countries ranging from more than 1,200€ (Iceland) down to about 212€ (Czech Republic)¹⁴ (see table 10 in the annex).

According to the narrative reports, where teachers have received complementary grants they have almost exclusively come from university sources. Only a few countries mention other sources such as national funds.

Chart 23



2.7 Disabled teachers

During the academic year 2006/07 ten disabled teachers participated in the Erasmus programme, from Germany, Italy, Hungary, the Netherlands and Poland. The average duration of stay was 6.4 days and the average grant/teacher was around 694€.

2.8 Zero-grant teachers

The National Agencies reported over 220 zero-grant teachers, a proportion below 1 % of the total number of mobile teachers. The majority of the teachers travelled from Italy, Lithuania and Finland.

¹⁴ This does not take into account that duration may be different between countries. Other factors also play a role, e.g. different travel and living costs etc.

3. Use of Erasmus funds: SM, TS and OM

According to the reports of the National Agencies an indicative 97.9 % of student mobility (SM), 90.8 % of teacher mobility (TS) and 89.4 % of Organisation of Mobility (OM) funds were spent by the higher education institutions in 2006/07.¹⁵ In total, 96.6 % of all the funds were spent.

Table 11 in the annex shows the amounts - as percentage of the contractual amounts - spent on the three different budget headings (SM, TS and OM). The spending is highest on SM, with 14 countries spending equal to or more than 100 % (due to transfers from TS and/or OM). Denmark, Greece, Cyprus and Malta spent less than 90 % of their SM funds.

Five countries spent 100 % or more on TS (due to transfers from OM). 13 countries have used less than 90 % on TS and 13 countries less than 90 % on OM.

Six countries used less than 90 % of their total funds (the three budget headings combined), Bulgaria (88.1 %), Denmark (71 %), Greece (73.9 %), Cyprus (70.5 %), and Malta (83.7 %). In 2006/07, Latvia and Belgium (Flemish community) managed to spend 100 % of their total funds.

4. Organisation of Mobility

In total 2,187 universities in Europe received an OM grant in 2006/07 (compared to 2,071 in 2005/06). The average grant per institution was 9,843€. There is a big variation in the average grant per institution among countries. The average grant in Spain is, for example, 36,820€ compared to 2,486€ in Cyprus (see table 12 in the annex). One explanation for this could be the difference in size of higher education institutions in the countries concerned.

Table 13 in the annex compares the OM grant per institution in the academic years 2003/04 and 2006/07. The average increase between these years is 6.8 %.

The average OM grant per capita in EUR31 is 116€. The average per capita amount ranges from 56€ to 163€ (see table 14 in the annex).

¹⁵ These percentages may change slightly in accordance with the Yearly Report of National Agencies for 2007.

5. Erasmus Credit Transfer System (ECTS)

In 2006/07 the National Agencies awarded three types of ECTS grants to universities from their OM funds, i.e. ECTS Introduction grants, ECTS Counsellors grants and ECTS Lifelong Learning (LL) grants. In total the National Agencies spent over 427,000€ on these ECTS activities.

The ECTS Introduction grant can be awarded to universities that have not received an ECTS grant prior 2002/03. The maximum annual grant is 6,000€. In total the National Agencies awarded 182 ECTS Introduction grants (compared to 253 in previous year). France awarded 56 Introduction grants, Poland 41 and Germany awarded 17 grants. About half of the National Agencies did not award any Introduction grant. The average grant awarded was about 1,800€ (see table 15 in annex).

Universities can apply to receive a visit by ECTS Counsellors, who will monitor and help improve the university's ECTS system. Each National Agency can select one to three of their universities to receive such a visit. In total 22 such visits were awarded in 2006/07 (compared to 30 visits the previous year). Nineteen National Agencies did not award any grant for ECTS site visits. The average grant awarded was 3,218€.

The ECTS Lifelong Learning grant can be awarded to universities that have been awarded the ECTS Label. The maximum grant for an institution is 6,000€. Seven National Agencies awarded ECTS lifelong learning grant in 2006/07. The average grant awarded was 3,792€.

6. Compliance with the Erasmus University Charter

The National Agencies reported a satisfactory level of commitment coming from the higher educations with regard to the compliance with the Erasmus University Charter (EUC). In most cases the compliance has been checked through monitoring visits to the higher education institutions. In many cases the National Agencies have also relied on questionnaires replied to by the different institutions.

Following are some comments which are typical for the view of National Agencies on the EUC compliance:

"... the higher education institutions follow the mandatory elements of the Erasmus University Charter."

"...the introduction of the Erasmus University Charter concept is one of the most remarkable improvements in the management of the Erasmus programme."

"...in general, all HEIs have reached a very satisfactory level of compliance".

"...NA did not find during the monitoring visits any specific case of non-compliance to the provisions set in the EUC."

"...the NA feels that the HEIs are committed to fulfil their obligations and aim at good quality of mobility activities."

"...generally speaking the situation is very positive."

The most challenging provision of the Charter seems to be the Learning Agreement, often because of a miscommunication between institutions related to the content of the courses. This seems to be the case especially within the context of large higher education institutions. Also there is room for improvement in the area of academic recognition. For some reason, even when it has been noticed that recognition is an issue in several institutions, National Agencies do not identify this as a non-compliance with the EUC. In one case it is stated that a misperception of the meaning of "full recognition" exists among higher education institutions. To a lesser extent, housing and accommodation has also been identified as a challenge.

To ensure that provisions of the EUC are respected, the National Agencies have reported a variety of methods they employ, but most of them include the general counselling through the monitoring visits to the institutions and regular phone conversations and e-mail exchanges. In some countries new laws have been enacted which should enhance the quality of mobility and indirectly the compliance with the EUC. Some National Agencies have consulted the National Bologna experts for clarification of some EUC points.

In general the National Agencies reported few or no cases of non compliance and they noticed an improved effort towards respecting the provisions of the Charter and in general an increase the quality levels of Erasmus mobility.

7. Erasmus Intensive Language Courses¹⁶

7.1 Erasmus Intensive Language Courses since 2001

The history of EILC goes back to 1996. Between 1996 and 1999 was a pilot phase, under the name "Intensive Language Preparation Courses" (ILPC). EILCs were (re)launched in 2001¹⁷ and in 2004 the name "Erasmus Intensive Language Courses" was introduced for stronger identification with the Erasmus programme.

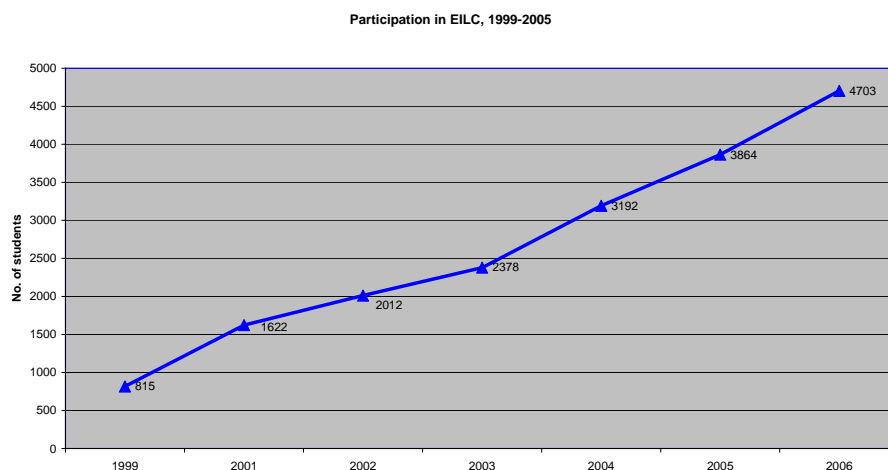
In 2006-07 over 270 EILCs took place in the following 23 countries: Belgium (Flemish Community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden and Turkey.

7.2 Participation in EILC

The EILC are available for students who have been selected for an Erasmus study period. Comenius Assistants may also participate in the EILC, if there is a surplus of places. The aim of courses is to prepare the students for the Erasmus mobility period and to provide the incoming students with a linguistic and cultural introduction to the host country.

Approximately 18,000 (including students from the pilot phase period in 1999) Erasmus students have benefited from Erasmus Intensive Language Course prior to their study period abroad, with 4,703 students participating in 2006/07. The annual increase in participation was 21.7 % which is slightly higher increase than the previous year (see table 16 in the annex). In the same year 23 Comenius Assistants participated in an EILC.

Chart 24



¹⁶ The Erasmus Intensive Language Courses (EILC) are specialised courses in the less widely used and less taught languages, organised in the countries where these languages are spoken.

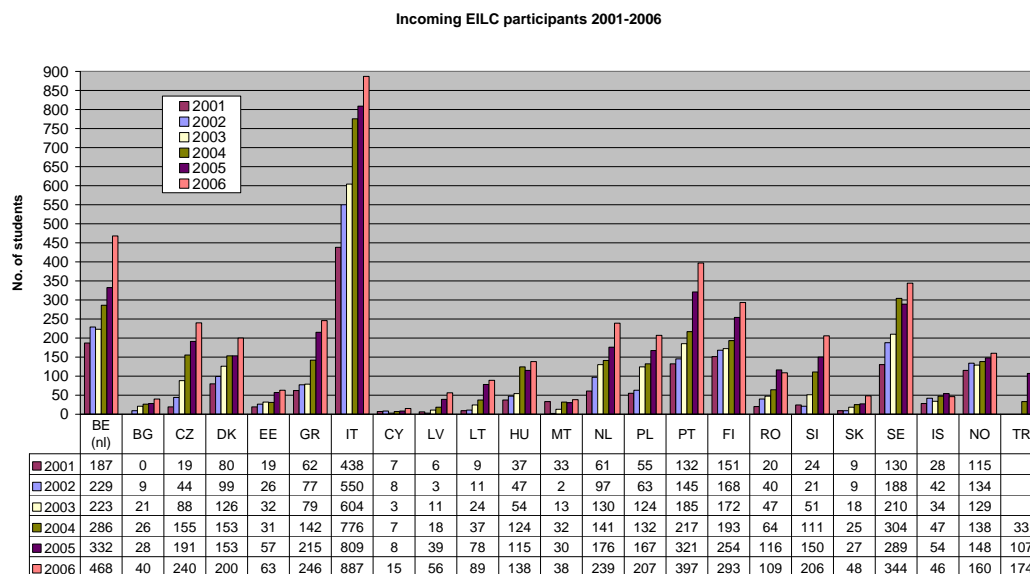
¹⁷ There was no EILC scheme in 2000.

7.3 Incoming EILC participants

All of the 23 countries organising EILC courses, except Iceland and Romania, received more students than in the previous year. As in previous years Italy received the highest number of students, 887 students, 18.6 % of all students participating in the scheme. The Flemish community of Belgium was in second place with around 10 % of the total and Portugal in the third place (see table 16 in the annex).

The highest annual increase occurred in Cyprus (87.5 %), followed by Slovak Republic (77.8 %) and Turkey (62.6 %).

Chart 25

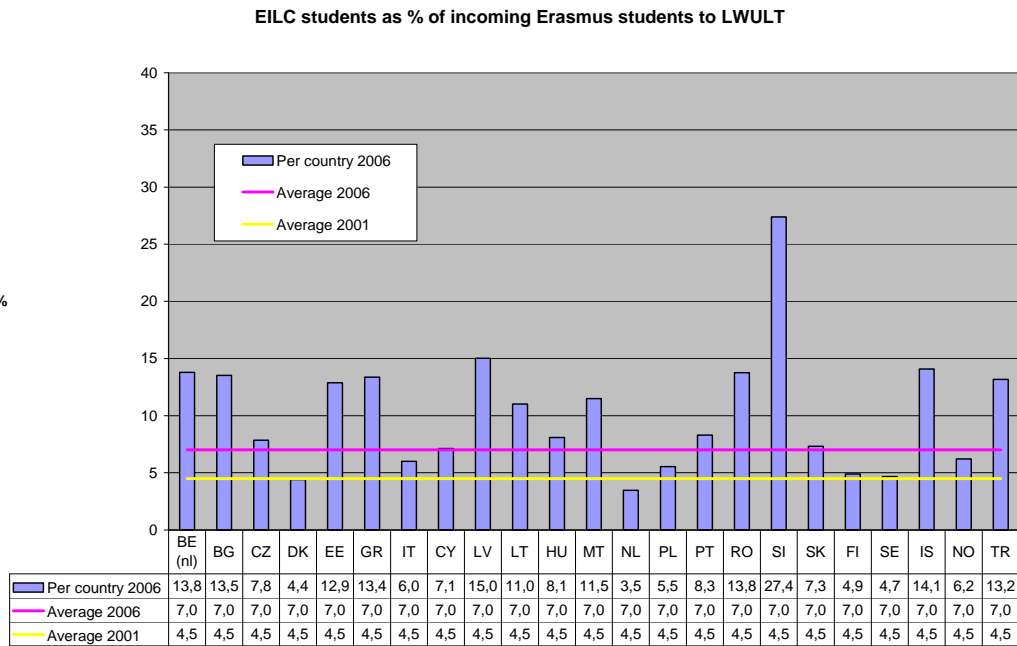


In the Language Action Plan the European Commission had set the bar high, i.e. that by 2006, 10 % of incoming Erasmus students to LWULT¹⁸ countries would take part in EILC.

¹⁸ LWULT: Less widely used and taught languages. Although strictly speaking, these refer only to the LWULTs of the Member States, the term is used here to refer to the languages of all the 23 countries organising EILCs.

Chart 26 shows that this goal was not reached. The average percentage of Erasmus students going to LWULT countries and participating in EILC courses is 7 %¹⁹. In 2001, this percentage was 4.5 %. Eleven countries have more than 10 % of incoming Erasmus students participating in EILC. 7 countries are below the average. The Member States which joined the EU in 2004 and 2007 have clearly a higher percentage on average in this regard, but it should be noted that they have proportionally fewer incoming Erasmus students than most of the older established Member States.

Chart 26



¹⁹ Participation in EILC 2006 as proportion of incoming Erasmus students in 2006-07.

7.4 Outgoing EILC participants

German students form by far the largest group of EILC students, or 1.027 students (21.8 % of the total) followed by Poland with 515 students. In absolute terms, the biggest increase was in the number of Polish students (an increase of 238 students). In relative terms, the biggest increase was in students from Liechtenstein, Slovak Republic, Romania, and Latvia.

Chart 27

Outgoing EILC participants, 2001-2006

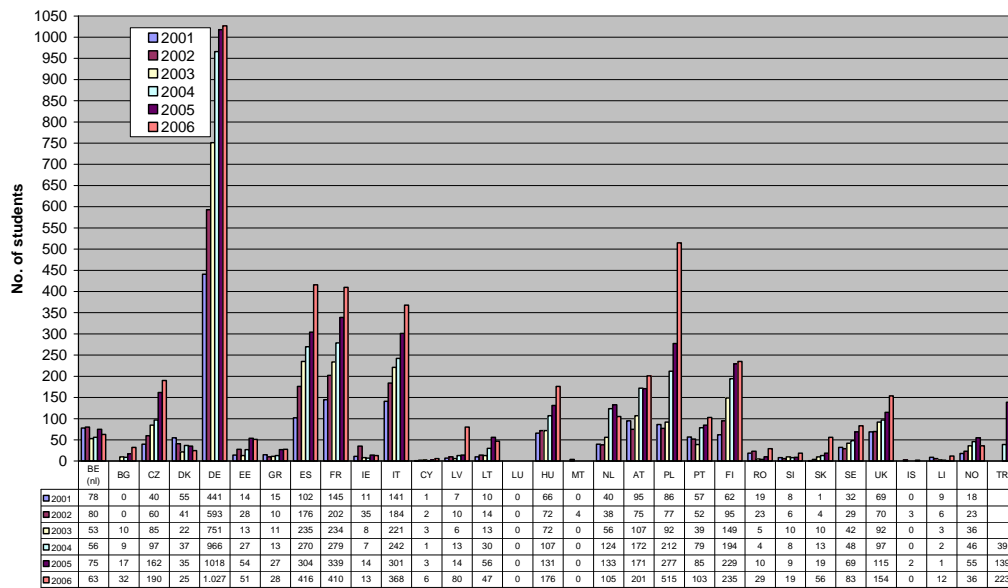
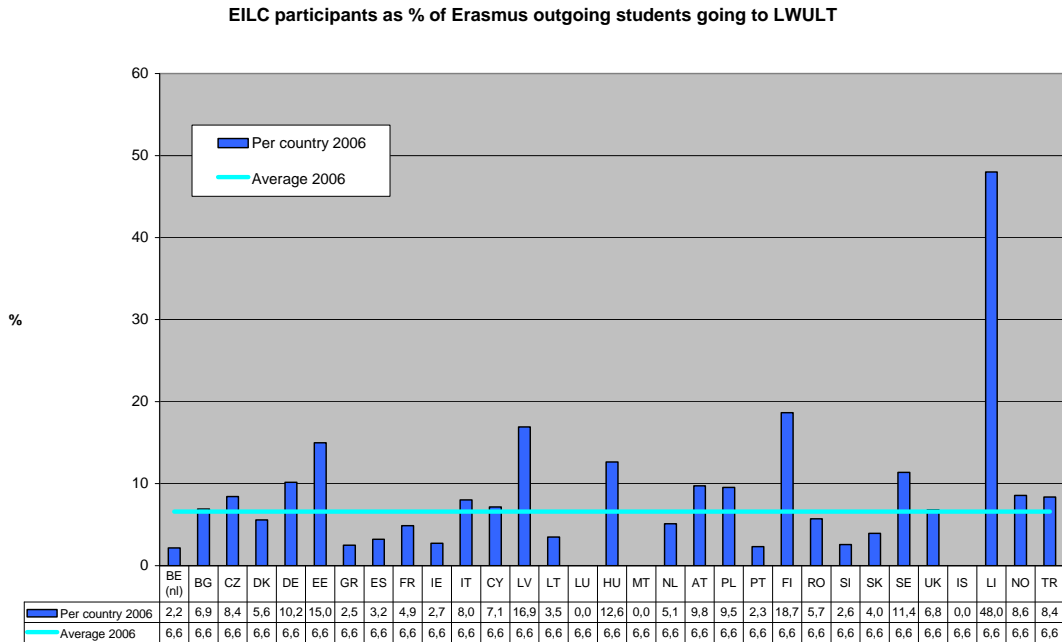


Chart 28 compares the EILC participation with the number of students visiting the 23 countries which organise an EILC. The chart shows that students from Liechtenstein are the most active participants in EILC, followed by Finnish, Latvian and Estonian students. Over 15 % of students from these countries going to LWULT countries take part in EILCs. Germany is also performing well, with over 10 % of German students travelling to these countries, participating. This is quite an achievement taking into account that it is the biggest exporter of Erasmus students.

A number of countries have a low percentage of their students taking EILC courses (see chart 28). Big senders of Erasmus students, like France and Spain are among these countries and it would be worthwhile to look for the possible reasons for this.

Chart 28



7.5 Types of EILC courses

In 2006/07 the majority of the 275 courses organised took place in the summer period before the autumn semester. In 2005 it became possible for the first time to organise winter EILC. These courses usually take place in January/February, before the spring semester. In 2006/07, a majority of the countries organised winter courses, with a total of 1,128 participants (24 % of the total EILC students) which represents an annual increase of 38 %. According to the reports of the National Agencies the winter EILC seem to be successful. Italy, Belgium and Slovenia received proportionally most students on winter EILC.

The countries that still do not offer winter EILC mentioned mainly the following reasons:

- Low demand for EILC during the winter semester
- Difficulty to fit the courses into the academic calendar

The EILCs are organised at beginners and intermediate level and over 80 % of the participants attend the beginner courses.

In Finland, the organising institutions offer courses in Finnish and Swedish.

7.6 Recognition of EILC

Since 2004, the guidelines of the European Commission have recommended “assessment of the performance of the students and issuing of certifications showing the ECTS credits achieved for participation in the course”. Whether actual recognition would take place at home institution would of course depend on what had been agreed in the Learning Agreement drawn up at the outset, but at least the assessment, certification and ECTS credits were intended to make participation more attractive to the students and the outcome more transparent.

According to the reports of the National Agencies, the majority of the EILC organising institutions seem to be issuing ECTS credits, ranging from 2 to 24 ECTS credits depending on the workload and the number of contact hours. In some countries ECTS credits were issued only on demand.

Due to the fact that the use of ECTS is only recommended the situation varies between institutions within the same country, some institutions issue ECTS credits and others do not. The question still remains whether issuing of ECTS credits should become mandatory or remain a recommended option.

Student evaluations show a high degree of satisfaction with the arrangements and the courses in general, not least with the concept of combining language, culture and social activities. In some cases, students would have preferred a longer course.

Last-minute withdrawals seem to have become less frequent. However, in case of withdrawals an initial high demand for places appears to have made it relatively easy to recruit replacements.

7.7 Use of EILC funds

In 2006 the budget allocation to Erasmus Intensive Language Courses was 1,332,262€.

Co-funding of the courses comes from three sources, most often from the Ministry of Education and the Organising Institution (OI), in some cases from the National Agency. As regards the EU budget, 98.5 % of the total EILC budget was used. In majority of the 23 participating countries used 100 % of the available funds²⁰. Romania and Denmark only spend 35 % and 83 % of their funds, respectively (see table 17 in the annex).

The average EU grant per course was over 4,700€ and the average cost per course was over 7,600€.

²⁰ Three National Agencies allocated higher amount from the community funding than they received.

Annex: Statistics**Tables:**

Table 1: Timeseries: Erasmus student mobility: 1987/88 to 2006/2007

Table 2: Erasmus student mobility 2006/2007: Total number of students by home and host country

Table 3: Erasmus student mobility 2006/2007: Zero-grant students

Table 4: Erasmus student mobility 2006/2007: Subject areas

Table 5: Erasmus student mobility: Average grants 1994/95 to 2006/07

Table 6: Erasmus student mobility: Average duration 1994/95 to 2006/07

Table 7: Erasmus teacher mobility, 1997/98 to 2006/07

Table 8: Erasmus teacher mobility 2006/07: Number of teachers by country

Table 9: Erasmus teacher mobility 2006/07: Subject areas

Table 10: Erasmus teacher mobility 2006/07: Average grant and duration

Table 11: Use of Erasmus funds 2006/07 (SM, TS and OM)

Table 12: Organisation of mobility 2006/2007 - Institutions

Table 13: Average OM grant per institution 2003/04 – 2006/07

Table 14: Organisation of mobility 2006/2007 – Per capita grant

Table 15: ECTS Introduction Grants, ECTS Counsellors Visits and Lifelong Learning Grants 2006/07

Table 16: EILC 2006: Number of EILC participants by home and host country

Table 17: Use of EILC budget 2006 by country